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REALIZATION OF THE CONCEPT IN MODERN LINGUISTICS

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ABSTRACT

This article deals with the linguistic phenomena of the concept in cognitive linguistics. It also sheds light on the issues that lead to the emergence of a creative approach to cognitive theory and the concept of cognition.

Key words: concept, linguoculturology, notion, conceptualization, linguistic activity, thinking activity, cognition.

INTRODUCTION

In the 1960s, cognitive linguistics began to exert its influence on the semantic aspect of language. This complex aspect is the study of the interaction of human language and mental (mental) activity, i.e., human language and cognitive activity. The founder of cognitive linguistics is the American linguist and psychologist Noam Chomsky. He takes a creative approach to the theory of cognition and connects the concept of cognition with the following three main issues:

- 1. The nature of knowledge (what does knowledge mean)
- 2. The formation of the system of knowledge in the human mind
- 3. Application of knowledge in the form of a data bank on a computer and modern research technologies.

In modern linguistics, cognitive linguistics is a field that studies language from a conceptual point of view. These concepts are sometimes universal, sometimes specific, in a specific language. It is similar to semantics in this respect, but different from psycholinguistics. Cognitive linguistics is characterized by the observation of three basic states. Scientists have found that cognitive linguistics is studied as a cognitive mechanism that plays a key role in data transformation and coding. One of the key terms of modern cognitive linguistics and lingvoculturology is the concept. It has been attracting the attention of interested parties with problems related to the features of human thinking and construction. Analyzing different views on the nature of the concept, scientists have come to a clear conclusion: a concept is not a type of abstract names, but the knowledge and skills accumulated by the people over the centuries, the main perspective of their study. Recently, the number of scientific studies on the study of the concept in Uzbekistan is growing. In modern linguistics, the study of the nature of the concept plays a primary role. The point is that there is a concept, but there are a lot of problems waiting to be explored at the present time. The term "concept" is both a new and an old term in linguistics. At present, in linguistics, a great deal of attention is paid to the concept of concept. Around 1974, in traditional linguistics, the term concept was seen as a problem that required exceptionally indepth interpretations [1,112–115]. The full use of the concept is associated with the translation of the works of English authors Cheyf, R. Jakendof, G. Lakof, R. Langaker in the 80s. It is in these texts that the terms conceptualization, conceptual essence, are usually found. Many authors express different opinions on the lexical meaning of the concept. There are those who see it as a logical category, a concept of practical philosophy, a basic unit of national mentality. The Glossary of Cognitive Terms defines the term "concept" as follows: A concept is a concept that serves to reflect the mental and psychic resources of our thinking in human knowledge and skills. The term "concept" is used in modern linguistics to describe the image of a lexical unit in thought. In everyday scientific creativity, the term concept is often used as a synonym for concept. "Concept" is derived from the Latin word "conceptus", which means concept. A concept is a set of concepts. For example, any set of opinions expressed or expressed about an object are the constituents of the concept. What does the cognitive appearance of linguistics, which is the cornerstone of cognitology, have to do with, and what is the object,

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purpose, and tasks of its research? Just as there is a period of rise, development, and development in the history of every science, there must be periods of crisis and decline. The emergence of such a situation in itself requires scientists to look at the object of study with a new perspective, to approach it from a different point of view. Naturally, the object of study of linguistic research in all directions is a single language system, or more precisely, linguistic activity and its product. However, in all of them (system structural linguistics, psycholinguistics, sociolinguistics, text linguistics, etc.) the main focus is on teaching the structure and content of the finished product word, phrase, sentence and text, and in some cases semantic features. The interrelationships between these areas of interest in finished product analysis are insufficient. Moreover, in some cases, there is a debate among researchers as to which field a linguistic phenomenon should be the object of, or to what extent these phenomena can relate to the language system in general. Unfounded debates and fruitless discussions are known to have consequences in science. According to Chomsky, "Even the language system cannot be a clear and distinct object of study." The above may give rise to such ideas. "Is it a language unit or a speech system?" "Is anaphora a phenomenon that occurs only in the text, or "should it be taken into account when studying the grammar of speech?" instead of engaging in discussions that lead to useless, theoretical errors such as, it is necessary to look for points of contact between the above-mentioned areas. As a result of cooperation between the spheres, it is possible to feel new aspects of the object, the reality in general, features that have not been seen before. This leads to the emergence of complex problems and tasks in science. The complex problem requires an intersectoral approach. According to philosophers, "if it is necessary to describe and study a particular feature of an object, the possibility of a single branch of science is sufficient." When it comes to changing the object, taking a different look, a complex approach is necessary. Because there is a need to study other aspects and properties of the object [2,5-20]. Consequently, syntactic analysis alone is sufficient to determine the order of the parts of speech. Any changes in sentence structure (ellipsis, inversion, and other form changes) and types of semantic shifts (syntactic polysemy, homonymy, etc.) rise to the level of analysis, wordless, text syntax, and pragmatics to illustrate the reasons for their occurrence. Such an analysis is the result of collaboration between the fields of linguistics. It has been repeatedly emphasized by scholars that a comprehensive study of the language system and linguistic activity is necessary to find a generalized system of analysis that combines the signs and characteristics of their specific phenomena and serves as a common point of reference for all of them [3,203-222]. The search for such a system of analytical methods, which allows to interpret linguistic phenomena based on and at the same time objectively, continues. The problem is relevant, but it is important for the development of science to find a "basic" idea that provides a generalized system of analysis. In recent years, linguists seem to have found such a "base" in cognitive science. Undoubtedly, linguistic analysis is a type of cognitive analysis in which it is manifested in a certain way. Baudouin de Courtenay, who noted that linguistics was in the psychological and sociological spirit as early as the end of the 19th century, wrote, we remember. When it comes to the interdependence between sciences, it is less accurate to think of one of them as an adjunct to the other. Otherwise, it would not be possible to separate the areas that arise on the basis of scientific cooperation as a separate field. Cooperation in the fields of linguistics, psychology, sociology, cultural studies is a phenomenon characterized on the basis of cognitive activity. Cognitive linguistics is also a discipline that deals with human cognitive activity. The meaning of the term cognitive linguistics is related to the English word cognitive. (Compare: cognize - to know, understand, comprehend. Cognition - to know, to understand). It is known that knowing the world, reality, perceiving it is not a simple phenomenon. In some cases, cognition is directly linked to the act of comprehension. However, it is known that animals also have the ability to understand, comprehend, analyze, and generalize in part (albeit in a simple form). Therefore, when talking about cognitive activity, it is necessary not only to imagine the phenomenon of cogutation-Latin mind, thinking, but also to take into account the personality of cogutoriumthinking activity and all kinds of nominal (social, cultural, linguistic) phenomena associated with this activity. It should not be forgotten that thinking itself is the result of a person's purposeful activity, which is the expression of an active attitude towards reality in the process of communication between people. The knowledge generated in the process of thinking activity takes on different forms and characteristics. This difference is primarily related to how and for what purpose the knowledge is acquired. Simple everyday knowledge of reality is the result of experience. When knowledge is interpreted as a cultural phenomenon, it is meant to what extent this

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form of knowledge conforms to the norms inherent in the culture of a particular social group. Linguistic knowledge belongs to the second type because language is the cultural wealth of a nation. This knowledge is formed on the basis of human conscious activity and plays an important role in the realization of this activity. It is no coincidence that linguistic knowledge is chosen as a linguocognitive analysis. Clearly, knowledge is a systematized set of data stored (or at least left a trace) in human memory. However, it is quite a difficult task to study the content of this collection and the mechanism of its use.

The list of used literature

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